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PART I

A. Management of CT Systems

1. Current System

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| Q. What provision is made for insuring intake of CT's? | A. Career Service determines CT portion of its input. Ceiling and funds are provided by each component. |
| Q. What provision has been made to monitor and coordinate CT development? | A. Thru boards and panels in each Career Service. However, supervision is the key to effective career management. |
| Q. What criteria are used to determine members of CT's and kinds of college majors or experience needed? | A. Determined by the offices by review of job requirements. Recruitment rate is related to future rate of advancement by review of short-term needs and study of size, composition, turnover and long-term trends within the offices. |
| Q. What is objective of CTP, target position in a specialty, or general development? | A. ...get the best people, identify the most ^{PROMISING} pioneering, equip them for increasing responsibilities thru training and experience. Initial orientation is toward a specific job or type of job. |
| Q. What has been done to insure that target position does, in fact, require incumbent with college degree or equivalent? | A. No target positions, as such. Educational requirements are set by operating component and reviewed by Office of Personnel |
| Q. To what extent are CT's involved in planning and operating CTP? | A. Very little; no systematic provision for formal participation. Individuals can initiate ad hoc training or reassignment requests. |

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2. Evaluation

By Management

Career management practices vary by component; Agency-wide coordinated action at only 2 levels - CTP and Midcareer Program. Actions in between are for local determination with attendant danger of ad hoc attention to individual interests.

Varying views on success of current system. Some feel improvements in implementing existing mechanism are desirable.

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~~Difficult~~ practices can result in inequities. Greater degree of Agency-wide review and policy guidance may be desirable.

By Career Trainees

We (Agency) believe most CT's consider management practices adequate. The CT's identify certain deficiencies - e.g. -
College degree requirement is unrealistic for too many assignments.
Inadequate follow-thru after initial assignment.
Little attention from Career Service except for promotion and training.
Line supervision often unable/unwilling to do anything about training and rotational assignments.
Get bored or discouraged while waiting for responsible job.
Restrictions on rotational assignments, especially across organizational lines.
Supervisors too involved in operations to be concerned about personnel management.
Insufficient planning for use of people; rare opportunity to express opinions directly to decision makers; want the chance to show their mettle.
Tho there is seldom need for counseling, they would like to feel there is provision for it.
If transferred to another component, he starts from scratch and has to prove himself again.

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3. Committee Conclusions

Most important criticism is apparent underemployment during CT's first few years - aggravated, in some cases, by extensions in these positions for unreasonable period of time. It was suggested that our reaction time to changing circumstances has been too slow.

Loss of good college grads during their first two years here has negative effect on recruitment.

The Committee agreed that there are wide areas in which CT's are assigned to responsibilities commensurate with their training.

Overall structure of our several Career Services should be restudied to provide better allocation of people and broader opportunities for assignments and advancement. The dividing lines of some Career Services appear to be increasingly artificial.

A study should be made of grade structure and promotion practices. In some instances, competitive areas are too wide to be handled by single promotion panels.

The allocation of authority for determining personnel actions has remained unsettled in many areas of the Agency.

4. Plans for the Future

Generally, believe our decentralized career management responds to Agency needs and motivates and rewards employees. However, recognizing foregoing criticisms, contemplate these improvements:

- Development and use of "comer" lists;
- Increased opportunities for rotational assignments;
- Timely identification of initial assignments;
- Follow-up and counseling procedures, especially during first two years
- Periodic review of promotion/training policies among Career Services, in interest of equity and uniformity; and,
- From results of personnel studies, assess relevance and flexibility of current program to problems of today and near future.

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B. Career Trainee Assignments

1. Current Program

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| Q. What criteria are used to select CT assignments? | A. CT assignments are not identified, as such; they are introductory to the CT's field of development. Due to increase in maturity level, it is important that their assignments be responsible ones. |
| Q. To what extent are rotational assignments used? | A. Increasingly, especially in those areas with Hqs/Field rotation opportunities or where broad functional concerns offer variety of related experience. |
| Q. At what level are assignments given? Local, Hqs, intermediate? | A. At local and intermediate levels within Career Service guidelines. |
| Q. Who participates in the selection of assignments? | A. Management selects, taking into account the preference of assignees, in many cases w/o consulting employee. |
| Q. How does Agency insure that assignments are interesting and involve productive work? | A. No systematic provision. Generally, managers and supervisors are aware of responsibility to make effective use of people. |
| Q. How long is CT in trainee status, i.e. until he is assigned to the immediate target position? | A. No immediate target position. Initial training may be from few weeks to several months. Generally, in trainee status during probationary year - longer in certain functional areas. |
| Q. Are assignments sufficient in content and length, to prepare CT for his immediate target position? | A. Assignments are sufficient to provide an introduction to the career area. |

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2. Evaluation

By Management

Generally, management of assignments is left to operating component; no formal system to insure correct assignment in every case.

Generally, assignments are based on operational need.

From management point of view, assignment practices are sound.

By Career Trainees

Generally, the CT is reasonably well assigned but local autonomy results in a certain amount of expedient action and mal-allocation of people.

Two main causes of poor assignments which could be controlled better than we do; they are:

- (1) Short term problem of operational necessity.
- (2) Indiscriminate slot filling for its own sake.

3. Committee Conclusions

Further study is warranted on:

Open positions are advertised in some areas; others they are not. In latter case, individual seeking to make a move is left to his own devices to forward his career.

Individuals serving with another career service may suffer in advancement. The attached service is not responsible for them; their own service tends to forget them.

Less rotation between Career Services than there should be.

Assignment to a Career Service may prejudice advancement-headroom may be tighter in one Service compared to another. Morale suffers.

Development Complement technique, with its resulting flexibility, is not used Agency-wide. Thus, some assignments are artificial and talents underutilized because of T.O. limitations.

In some areas, qualifications for new hires have increased; thus previous hires at disadvantage in assignment and advancement.

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C. Education and Training

1. Current Programs

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| Q. What kinds of off-the-job training are included in the program? | A. OTR, other agencies, Service Schools, colleges and technical schools, Co-op Work Study Program. |
| Q. What percentage of time is spent in off-the-job training by CT? | A. Varies; from 5 to 25% during early years, average about 10%. |
| Q. How is off-the-job training selected for the individual trainee? | A. Usually job-related; if not, it is preparation for higher level duties. |
| Q. To what extent is extra-governmental training used? | A. Very considerable --e.g. graduate levels and technical fields. |
| Q. What steps are taken to assure a balance among classroom training, on-the-job training, and productive work assignments? | A. Differs depending upon his and his service's needs. Emphasis on productive assignments with training to enhance productivity and potential. |

2. Evaluation

By Management

Agency has positive attitude toward training which is considered a key part of career development.

By Career Trainees

Supervisors have narrow^{vizw;} favor only that training related to present job-unconcerned with development training. The available programs should be related to developmental objectives, not just job needs.

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3. Committee Conclusions

Training is important part of a career program; generally, the Agency does well but there is no Agency-wide uniform awareness of its importance. We are still deficient in long-range planning of education and training.

D. Selecting and Motivating Supervisors for CT's

1. Current Program

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| Q. What criteria are used for the selection of supervisors for CT's? | A. None. Supervisors are selected for their competence. |
| Q. What methods are used to prepare this supervisor for training young professionals? | A. We emphasize management and supervisory training at intermediate and senior levels but have no measure of its effectiveness. |
| Q. How and by whom are supervisors chosen? | A. By chain of command because of their over-all effectiveness with no emphasis on their ability to supervise CT's. |
| Q. How are supervisors evaluated on their performance as CT supervisors? | A. Annual fitness reports on total performance, including ability to supervise CT's. |

2. Evaluation

By Management

In earlier days, inadequate supervision was greatest single cause of discontent among CT's. Still true to some extent today, but supervisors are generally more sensitive to requirements for supervising young people.

By Career Trainees

General recognition of operational competence as valid basis for promotion to supervisory level but feel that it is overdone. Some critical observations:

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2. Evaluation (cont)

By Management

The Agency has made progress by increased attention to training.

We have internal manifestation of the "generation gap."

The Director has alerted all management levels re need to secure, motivate and retain top-flight young people.

By Career Trainees

Insufficient monitoring of supervisory performance at junior levels.

Supervisors too involved in their job production to recognize responsibility for guiding young people.

Insufficient emphasis and incentives given to good performance of the personnel aspects of supervisor's job.

CT contact with management stops at immediate supervisory level.

A number of junior level supervisors have less over-all qualifications than their CT subordinates.

3. Committee Conclusions

Ordinarily, supervisors of CT's are college grads and we have assumed them capable of doing their jobs. Since the CT criticisms question this assumption, we should take steps to weed out weak supervisors, and train and motivate others.

E. Counseling Career Trainees

1. Current Programs

Q. What provision is made for counseling CT's?

A. Considered normal and continuing function of supervisors. No special provision is made for other counseling channels.

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Q. What criteria are used for selection of counselors and what assistance is given to help prepare them for their role as counselors?

A. There are no criteria since there is little or no formal counseling.

2. Evaluation

By Management

The majority view is that counseling arrangements should suit the circumstances of the Career Service.

Generally, consider present arrangements practicable and satisfactory. Great deal of counseling is available despite absence of a visible program.

Top command recently directed that greater emphasis be placed on counseling.

By Career Trainees

Inadequate attention to counseling is a significant weakness in our personnel program. Major criticism is "too little or too late."

Some say counseling is excellent during introductory phase, then lapses.

Others comment on the impersonality of the sessions, and the over-concern of supervisors with getting the job done.

3. Committee Conclusions

Recognize that CT's want realistic info and advice on career development, not hand holding. There is a renewed awareness of counseling; we are doing something about it but there is much more to do. Counseling must be an organic part of the management function, directly related to supervisory chain of command.

F. Program Evaluation

1. Current Programs

Q. What criteria are used to evaluate effectiveness of CT programs?

A. No uniform evaluation criteria are used on a regular, continuing basis. Irregularly, OTR and OP make studies on program aspects; task forces examine aspects of manpower management; I.G. surveys include evaluation of trainee programs.

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CT's critique their courses, have access to supervisors, and suggestion programs.

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2. Evaluation

By Management

Present decentralized system works satisfactorily.
Components know what is going on but there is no overview.

By Career Trainees

There is need for Agency-wide consistent and continuing review of CT program. Reliance on component discretion - in a compartmented organization - can accentuate a narrow view of employee development.

3. Committee Conclusions

Recognize inadequacy of our program evaluation techniques. Expect the current questionnaire being given to our young professionals will provide insights on our programs, and will use these results and similar techniques to effect improvements. The Committee regards evaluation of CT Program as unfinished business and will take it up again.

Part II

- A. Q. Thru what channels does your Agency insure that the ideas and suggestions of young employees are solicited and considered by the managers with authority to act?
- B. Q. To what extent do Career Trainees participate directly in the design of their training programs and in the structure and content of their work programs?
- C. Q. To what extent can young people working in the Federal Government serve as a link between the Govt & the student community?
- D. Q. How can minority group participation in Career Training Programs be increased?

- A. CT course critiques, supervisory channels, suggestion programs, occasional counseling sessions and informal discussion.
- A. No direct participation in a formal sense - (See immediately above).
- A. In public relations activities with their colleges and home communities and in field recruiting.
- A. To the extent we find candidates who meet qualification requirements.

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